

# Grade 5 Science Assessment

# Eligible Texas Essential Knowledge and Skills

### STAAR Grade 5 Science Assessment

# Reporting Category 1: Matter and Energy

The student will demonstrate an understanding of the properties of matter and energy and their interactions.

### Grade 5

- (5.5) **Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to
  - (A) classify matter based on physical properties, including mass, magnetism, physical state (solid, liquid, and gas), relative density (sinking and floating), solubility in water, and the ability to conduct or insulate thermal energy or electric energy;

    Readiness Standard
  - (B) identify the boiling and freezing/melting points of water on the Celsius scale; *Supporting Standard*
  - (C) demonstrate that some mixtures maintain physical properties of their ingredients such as iron filings and sand; and *Supporting Standard*
  - (D) identify changes that can occur in the physical properties of the ingredients of solutions such as dissolving salt in water or adding lemon juice to water. *Supporting Standard*

#### Grade 3

- (3.5) **Matter and energy.** The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to
  - (C) predict, observe, and record changes in the state of matter caused by heating or cooling. *Supporting Standard*

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## Reporting Category 2: Force, Motion, and Energy

The student will demonstrate an understanding of force, motion, and energy and their relationships.

### Grade 5

- (5.6) **Force, motion, and energy.** The student knows that energy occurs in many forms and can be observed in cycles, patterns, and systems. The student is expected to
  - (A) explore the uses of energy, including mechanical, light, thermal, electrical, and sound energy; *Readiness Standard*
  - (B) demonstrate that the flow of electricity in circuits requires a complete path through which an electric current can pass and can produce light, heat, and sound;

    Readiness Standard
  - (C) demonstrate that light travels in a straight line until it strikes an object or travels through one medium to another and demonstrate that light can be reflected such as the use of mirrors or other shiny surfaces and refracted such as the appearance of an object when observed through water; and *Readiness Standard*
  - (D) design an experiment that tests the effect of force on an object. **Supporting Standard**

### Grade 3

- (3.6) **Force, motion, and energy.** The student knows that forces cause change and that energy exists in many forms. The student is expected to
  - (B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons. *Supporting Standard*

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### Reporting Category 3: Earth and Space

The student will demonstrate an understanding of components, cycles, patterns, and natural events of Earth and space systems.

### Grade 5

- (5.7) **Earth and space.** The student knows Earth's surface is constantly changing and consists of useful resources. The student is expected to
  - (A) explore the processes that led to the formation of sedimentary rocks and fossil fuels; *Readiness Standard*
  - (B) recognize how landforms such as deltas, canyons, and sand dunes are the result of changes to Earth's surface by wind, water, and ice; *Readiness Standard*
  - (C) identify alternative energy resources such as wind, solar, hydroelectric, geothermal, and biofuels; and *Readiness Standard*
  - (D) identify fossils as evidence of past living organisms and the nature of the environments at the time using models.

    Supporting Standard
- (5.8) **Earth and space.** The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to
  - (A) differentiate between weather and climate; Supporting Standard
  - (B) explain how the Sun and the ocean interact in the water cycle; Supporting Standard
  - (C) demonstrate that Earth rotates on its axis once approximately every 24 hours causing the day/night cycle and the apparent movement of the Sun across the sky; and *Readiness Standard*
  - (D) identify and compare the physical characteristics of the Sun, Earth, and Moon. *Supporting Standard*

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### Grade 4

- (4.7) **Earth and space.** The student knows that Earth consists of useful resources and its surface is constantly changing. The student is expected to
  - (A) examine properties of soils, including color and texture, capacity to retain water, and ability to support the growth of plants; and **Supporting Standard**
  - (C) identify and classify Earth's renewable resources, including air, plants, water, and animals; and nonrenewable resources, including coal, oil, and natural gas; and the importance of conservation.

    Supporting Standard
- (4.8) **Earth and space.** The student knows that there are recognizable patterns in the natural world and among the Sun, Earth, and Moon system. The student is expected to
  - (A) measure and record changes in weather and make predictions using weather maps, weather symbols, and a map key; Supporting Standard
  - (B) describe and illustrate the continuous movement of water above and on the surface of Earth through the water cycle and explain the role of the Sun as a major source of energy in this process; and *Supporting Standard*
  - (C) collect and analyze data to identify sequences and predict patterns of change in shadows, tides, seasons, and the observable appearance of the Moon over time. Supporting Standard

### Grade 3

- (3.7) **Earth and space.** The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to
  - (B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides.

    Supporting Standard
- (3.8) **Earth and space.** The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to
  - (D) identify the planets in Earth's solar system and their position in relation to the Sun. *Supporting Standard*

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## Reporting Category 4: Organisms and Environments

The student will demonstrate an understanding of the structures and functions of living organisms and their interdependence on each other and on their environment.

### Grade 5

- (5.9) **Organisms and environments.** The student knows that there are relationships, systems, and cycles within environments. The student is expected to
  - (A) observe the way organisms live and survive in their ecosystem by interacting with the living and non-living elements;

    Readiness Standard
  - (B) describe how the flow of energy derived from the Sun, used by producers to create their own food, is transferred through a food chain and food web to consumers and decomposers;

    Readiness Standard
  - (C) predict the effects of changes in ecosystems caused by living organisms, including humans, such as the overpopulation of grazers or the building of highways; and Supporting Standard
  - (D) identify the significance of the carbon dioxide-oxygen cycle to the survival of plants and animals. *Supporting Standard*
- (5.10) **Organisms and environments.** The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to
  - (A) compare the structures and functions of different species that help them live and survive such as hooves on prairie animals or webbed feet in aquatic animals;

    \*\*Readiness Standard\*\*
  - (B) differentiate between inherited traits of plants and animals such as spines on a cactus or shape of a beak and learned behaviors such as an animal learning tricks or a child riding a bicycle; and **Readiness Standard**
  - (C) describe the differences between complete and incomplete metamorphosis of insects. *Supporting Standard*

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### Grade 3

- (3.9) **Organisms and environments.** The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to
  - (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem. *Supporting Standard*
- (3.10) **Organisms and environments.** The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to
  - (C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs. *Supporting Standard*

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### Scientific Investigation and Reasoning Skills

These skills will not be listed under a separate reporting category. Instead, they will be incorporated into at least 40% of the test questions in reporting categories 1–4 and will be identified along with content standards.

### Grade 5

- (5.1) **Scientific investigation and reasoning.** The student conducts classroom and outdoor investigations following home and school safety procedures and environmentally appropriate and ethical practices. The student is expected to
  - (A) demonstrate safe practices and the use of safety equipment as described in the Texas Safety Standards during classroom and outdoor investigations; and
  - (B) make informed choices in the conservation, disposal, and recycling of materials.
- (5.2) **Scientific investigation and reasoning.** The student uses scientific methods during laboratory and outdoor investigations. The student is expected to
  - (A) describe, plan, and implement simple experimental investigations testing one variable;
  - (B) ask well-defined questions, formulate testable hypotheses, and select and use appropriate equipment and technology;
  - (C) collect information by detailed observations and accurate measuring;
  - (D) analyze and interpret information to construct reasonable explanations from direct (observable) and indirect (inferred) evidence:
  - (E) demonstrate that repeated investigations may increase the reliability of results;
  - (F) communicate valid conclusions in [both] written [and verbal] form[s]; and
  - (G) construct appropriate simple graphs, tables, maps, and charts using technology, including computers, to organize, examine, and evaluate information.

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- (5.3) **Scientific investigation and reasoning.** The student uses critical thinking and scientific problem solving to make informed decisions. The student is expected to
  - (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;
  - (B) evaluate the accuracy of the information related to promotional materials for products and services such as nutritional labels;
  - (C) draw or develop a model that represents how something works or looks that cannot be seen such as how a soda dispensing machine works; and
  - (D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
- (5.4) **Scientific investigation and reasoning.** The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to
  - (A) collect, record, and analyze information using tools, including calculators, microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, prisms, mirrors, pan balances, triple beam balances, spring scales, graduated cylinders, beakers, hot plates, meter sticks, magnets, collecting nets, and notebooks; timing devices, including clocks and stopwatches; and materials to support observations of habitats or organisms such as terrariums and aquariums; and
  - (B) use safety equipment, including safety goggles and gloves.

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